

**The School District of Escambia County
Multi-Tier System of Supports (MTSS) Plan for Behavior**

School: Ernest Ward Middle	School Year: 2016-17	Date of Plan: August 3, 2016
<p>Note: Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The committee will meet (frequency) <u>Monthly</u> at (location) <u>Administration Conference</u>.</p>		

PROGRESS MONITORING

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your MTSS Plan for Behavior once a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year. Describe responsible party.

Team meets monthly to monitor behavior data and assess progress of Ernest Ward's Behavior Plan. The following dates have been designated as meeting/data review dates.

September 7, 2016
 October 5, 2016
 November 2, 2016
 December 7, 2016
 January 4, 2017
 February 1, 2017
 March 1, 2017
 April 5, 2017
 May 3, 2017
 May 26, 2017 End of year data review.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?

Data and outcomes will be distributed to faculty and staff by email and/or during monthly faculty meetings. Faculty and staff will have open communication with the behavior team which will allow them to make the team aware of behaviors that the team can focus on.

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SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. <u>Nancy Gindl-Perry</u>	1. <u>Principal</u>
2. <u>Virkeisha Palmer</u>	2. <u>Assistant Principal</u>
3. <u>Bryan Hicks</u>	3. <u>Dean</u>
4. <u>Amy Dozier</u>	4. <u>Guidance Counselor</u>
5. <u>Ronnie Gill</u>	5. <u>SRO</u>
6. <u>Lacie Gindl</u>	6. <u>ESE Teacher</u>
7. <u>Gayle Hanks</u>	7. <u>Community Member</u>
8. <u>Ashley Long</u>	8. <u>Gen Ed Teacher</u>

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The Ernest Ward behavioral mission statement is to promote a positive learning environment by teaching and promoting positive student behavior that is aligned with school wide expectations.

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BASELINE DATA

Refer to Progress Monitoring Form for data.

ADDITIONAL DATA AND OUTCOMES

What other data or outcomes will your school use for continuous monitoring of your Multi-Tier System of Supports (MTSS) Plan for Behavior (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).

Ernest Ward will utilize data from RtIB website in conjunction with FOCUS to track student behavior. This data will be reviewed by the behavior team in order to know which areas of student behavior need to be the area of focus.

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SCHOOL-WIDE BEHAVIORAL GOALS	
1. Out-of-school Suspension	To reduce the number of students that receive OSS by 10%
2. In-School Suspension	ISS will be utilized more this school year in order to accommodate the students in years past that would have received OSS.
3. Attendance	To monitor attendance data more thoroughly and take action based on district directives for students with habitual unexcused absences.
4. Bullying	To inform students of school and district policies on bullying and how to handle these situations by alerting school staff and when necessary reporting the bullying action on the district reporting system.
5. Office Discipline Referrals	Decrease the number of ODRs by following the school's discipline process which calls for better communication with parents and students.
6. Targeted Problem Behaviors	To teach school wide expectation in order to reduce the number of Defiance, Disrespect, and Disruption incidents. These three items are the main area of focus this year for Ernest Ward.
7. Other:	

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SCHOOL EXPECTATIONS AND RULES
<p>List 3 – 5 school-wide expectations</p> <p>The Ernest Ward Behavior Expectations are for students to show that Eagle Pride is BEST by:</p> <p>Being Safe Excelling at Academics Showing Respect Taking Responsibility</p>

Rules/ Expectations:	Setting: Hallways	Setting: Cafeteria	Setting: Classroom	Setting: Restrooms
Being Safe	Avoid Conflict Walk to your right Keep hands, feet, and other objects to yourself.	Report all spills to staff Be seated once you receive your lunch	*Leave your seat or assigned area only with permission from teacher. *Maintain personal space	*Practice appropriate hygiene. *Report spills and other defects to staff
Excelling at Academics	Demonstrate your understanding of appropriate behaviors and expectations	Demonstrated good manners. Remain in cafeteria. Report to class when breakfast or lunch ends.	Apply your best effort to academic success. Challenge yourself Participate Use technology appropriately	Visit nearest restroom and report back to class in a timely manner.
Showing Respect	Walk quietly Follow directions from staff members Obey dress code Use appropriate language and volume	Wait at assigned table or in line until it is your turn. Follow directions from staff members. Use appropriate	Cooperate with your teacher and follow classroom rules. Communicate with your classmates and teacher in a positive way	Respect the privacy of others. Receive permission from your teacher before going to the restroom during class
Taking Responsibility	Walk quickly to class Visit restrooms and/or water fountains if needed. Avoid blocking halls and stay to the right	Clean your area when finished. Consume all food and beverages in assigned area.	Arrive before the tardy bell rings Use appropriate language and volume Bring all materials to class Complete all assignments with honesty and integrity	Keep restrooms clean Use restrooms between classes and during lunch. Use hall passes when exiting and re-entering classrooms

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TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

During the first week of school Dean Hicks spent an entire period in students social studies classes presenting to them the School wide expectations, new cell phone policy, and going over the R&R handbook.

During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?

Grade Level Competitions that focus on school wide expectations.
Teachers will be notified of areas of focus based on team data review.
School Announcements will reinforce school wide expectations.
Culminating activity at end of each semester.

How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?

Following monthly behavior team meetings faculty and staff will be given information on which expectations and rules should be focused on and re-taught based on school wide data reviewed by the team.

New students will meet with Dean in order to get an R&R Handbook and to get presentation on Expectations and rules.

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REWARD/RECOGNITION PROGRAM

What type of incentive/recognition/reward system will you use?

This year we want to focus on broader rewards and will implement various contests between grade levels or male/female to help promote positive behavior and concentrate on particular areas of focus.

Students will also earn individual rewards through a program called "Tell me something good." Where all citizens of the school can report positive actions performed by anyone in the school (i.e. student can report student, student can report teacher, or teacher can report student).

Describe the behaviors for which you will reward or recognize students as stated in the Expectation Matrix.

Students will be rewarded when they are reported doing something good by faculty, staff, or other students in our "Tell Me Something Good" reporting system. Students will also have opportunities to recite from memory the school wide expectations for rewards.

How will you implement the reward system?

The reward system will be implemented by setting rules and determining winners of the various competitions used to promote positive behavior during the school year.

We will also reward individual students that go out of there way to display positive behaviors.

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TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your Multi-Tier System of Supports (MTSS) Plan for Behavior.

Pre-school in-service with teachers
PBS supplies and funding
Bullying training
Permanent Full-Time position for Behavior Coach to support teachers, administrators, guidance, students, and parents.

Describe how your school will train all faculty and staff on your Multi-Tier System of Supports (MTSS) Plan for Behavior. How will you orient and teach new faculty and staff who arrive mid-year?

Teachers were presented the school wide plan at in-service. As more information becomes available faculty and staff will be made aware of changes or areas of focus presented at monthly faculty meetings.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your Multi-Tier System of Supports (MTSS) Plan for Behavior?

All teachers will utilize the school's behavior expectation matrix, discipline process guide, and RtIB. These process allow for teachers to properly classify behavior issues and submit them into the proper system for reporting and data purposes.

How will you achieve and maintain faculty and staff buy-in to your school's plan?

Monthly faculty meetings will allow for open dialogue about the direction of the school's behavior plan through data presentation. Teachers will also be given the opportunity to present areas of focus and potential pitfalls of our current system for the behavior team to review.

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TRAINING AND IMPLEMENTATION (CONTINUED)

Describe how you will monitor the implementation of your Multi-Tier System of Supports (MTSS) Plan for Behavior.

Discipline data will be reviewed and discussed by the behavior team at their monthly meetings providing them with a road map for areas of focus.

How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?

The addition of parent and community members to our behavior team will give us greater perspective on how to reach parent and community members. We will utilize these individuals as liaisons to reach out to parent and community members and to help provide the team ways to involve stakeholders.

Describe how you will monitor the effectiveness of your I.L.R. program.

The dean and guidance counselors will meet with students who are in the ILR program throughout their stay. They will also communicate with the ILR teacher to monitor each student's progress. Even upon completion of the ILR program students will continue to be monitored to try and help ensure successful transition back into the general education classrooms.